SLAMAR (Students Learning about Math and Reading) IDEAS

**Good Readers vs. Good Test Takers Mini-Lessons**

Have students generate a list of what good readers do. Go over one at a time and discuss how good test takers use these strategies. Connect to sample question stems when possible. This will most likely take several days. Practice each strategy cumulatively with a sample selection.

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| Good Readers: | Good Test Takers: | Question Stems |
| Read Carefully/Think About Their Reading/Monitor Comprehension | Monitor meaning as they go, not waiting till the selection or test if finished.  Think about the questions while reading. |  |
| Use Background Knowledge/Schema | Rely more on text information than personal background knowledge |  |
| Ask questions about their reading | Focus on the test writer’s questions  Ask “Is the question right there or in my head?” |  |
| Make Connections | Connect to characters in fiction | Which experience is most similar to...'s experience in the selection? In what way are these selections the same? Which experience is most similar to the author's? |
| Determine Importance | Underline important information in text  Notice bold print/other clues  Code the text-Keep track of your thinking in the margins  Write main idea beside each paragraph | What is the main problem or conflict in the selection?  What is the main idea of the selection? |
| Infer | Use your background knowledge AND text to answer questions  May have to infer word meanings, character actions, causes/effects  Figure out what the author means | Why did the author write this selection? What is the author’s message?  Which is the most important reason for...?  How does... change from the beginning to the end of the selection?  What is the effect of beginning the selection with... (simile)?  What was the significance of ...? |
| Create mental images | Can help with filling in graphic organizers  Show various types of Venn diagrams/tree maps/flow maps | Which answer would fit best in the empty box?  What are some details the author uses to help you visualize the images in the selection? |
| Summarize and Synthesize | Think about what you know, but rely mainly on the text information | Which is the best summary for this selection? |
| Use Fix Up Strategies | Reread text when meaning is lost  Reread questions to make sure they understand |  |
| Think about text organization | Notice text features and signal words  Predict based on preview of text | What is the purpose of the subheading in the selection? |

**Model, Model, Model. Show students how to think through sample selections. Do NOT just give lots of samples for independent practice and go over answers.**

**Take the Reading/Test-Taking Survey**

Practice w/ a sample passage. Review survey again and discuss strategies used.

**Review One Selection Type Each Day – Review text organization of each type. Discuss how reading this specific type of text is different**

Fiction-review character, setting, problem, solution, theme

Nonfiction-review biography/autobiography

Poetry-review poetry terms, different types of poems

Informational – discuss nonfiction text features/importance of reading ALL info./how headings help you

Consumer – Review recipe terms/layout, maps, directions, other

**Play Review Games**

Reading Comprehension Challenge (Jeopardy)

Nonfiction Reading Comprehension Challenge

Testing Vocabulary Challenge

I Have/Who Has – Vocabulary

EOG Bingo

Word Sorts – Use Vocabulary Knowledge Rating

**Make test practice active and game-like. Allow students to work with a partner or as a table.**

**Review answers in a variety of ways:** Pinch Cards**,** Letter Fans**,** Four Corners

Cut up questions and students pick questions to answer.

**Practice test-taking strategies with small groups so you can observe closely and give immediate feedback.**

**Make up Songs, Cheers and Chants to BEAT the TEST!**

**Have students act out poor vs. good test-taking strategies.**